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ABSTRACT

"The Politics and Process of Evaluation and Decision Making in the Schools: The Shawnee Mission, Kansas, Experience" and "Use of National Assessment Model for Classroom Evaluation" were two papers presented at the Regional Conference of the National Council for the Social Studies. The first paper concerned the development of an evaluation plan for the alternative American Studies program in the eighth through twelfth grades of the Shawnee Mission, Kansas, school district, during the 1973-74 school year. This plan called for three output measures: (1) a factual achievement test, (2) a study of habits and attitudes, and (3) a student opinion grid. The SSHA Survey of Study Habits and Attitudes was chosen for use, along with a teacher-developed Student Opinion Grid. Later, National Assessment of Educational Progress (NAEP) items were designated for the core of neutral items in the factual survey; this American Studies Factual Knowledge Survey is appended. The second paper explained the use of the NAEP exercises, which are administered on a national basis to young people and adults, for classroom, teacher and individual student evaluation. (MV)

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USING NATIONAL ASSESSMENT FOR PROGRAM EVALUATION

Two Papers Presented to the
National Council for the Social Studies

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NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

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THE POLITICS AND PROCESS OF EVALUATION AND DECISION MAKING IN THE SCHOOLS: THE SHAWNEE MISSION, KANSAS, EXPERIENCE

A Paper Presented to the
Regional Conference
of the
National Council for the Social Studies
Virginia Beach, Virginia
April 24-26, 1975

By Robert Crane
National Assessment of Educational Progress

School administrators, faced with the trend toward increased accountability and aware of the delicate relationship that often exists between the politics and process of evaluation, have been hard pressed to develop sound program evaluation models acceptable to school boards, teachers, parents and students. The administration of the Shawnee Mission (Kansas) schools, however, was able to solve an explosive political and educational issue by use of test instruments developed by the National Assessment of Educational Progress (NAEP).[1]

For many years Shawnee Mission has been regarded as one of the top school districts in the country. It is a predominantly upper middle-class school district, drawing its students from the affluent suburbs of Kansas City, Missouri. These communities identify strongly with quality education and have always been willing to pay for it. The school district presently has a $46 million budget. Two-thirds of its students go on to college,

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[1]National Assessment, federally funded by the National Center for Education Statistics, gathers information on educational outcomes in 10 subject-matter areas. It develops, administers, analyzes and reports its findings on a continual basis. NAEP questions are based on stated educational objectives and can be used one at a time. Approximately one-half of the questions asked in each assessment become public domain and can be used by state and local school systems in assessing their own programs.

are always well represented among recipients of national academic achievement awards and score well on the college entrance exams.

During the 1972-73 school year, a task force of 30 social studies teachers was set up to make recommendations for the eighth- through twelfth-grade social studies curriculum. Based on the changing emphasis of local, state and national goals for social studies instruction and on the findings of a randomly conducted survey of teachers, students, parents and administrators, the task force proposed establishing a new program called American Studies. This course was to be offered as an alternative to the required American History and American Government courses and would be applied toward the graduation requirement for social studies.

The American Studies curriculum centered around five recurring themes in the American experience. These included: how man develops his identity, growth patterns of groups, what the process of change looks like, what constitutes a significant influence and how we see ourselves as a result.

Using a thematic modular approach, rather than the conventional chronological approach, the teachers who developed American Studies hoped to accomplish several things. "The thematic approach is not necessarily the only way, nor even a new way to teach," commented one teacher, "but the use of themes gets back to developing a thinking process; too often teachers are the only ones to ask questions, and this shortchanges students." According to another developer, "The primary advantage is the chance to do more individualized work than we usually do. Teachers usually teach to the middle students; with this approach we can use our materials to reach all the kids." Another stated, "If the emphasis is too much on fact retention, what you get is sequential forgetting. A studen' can cram and

memorize to pass exams but he soon forgets if the facts have no significance to him. This process does not give him a continued interest in learning." Furthermore, modular units added flexibility to the curriculum. They could be added or removed from the themes on a continuing basis as the needs of students dictated.

The new program was outlined for the board of education and the five high school advisory boards in May 1973. Initially the plan called for a pilot program in two high schools that had volunteered to take part. Although an evaluation of the program was envisioned, it had not been planned or initiated. The assumption, however, was that the criterion-referenced tests, created to measure the goals and objectives of American Studies, would be used to evaluate the new program.

The proposed American Studies program became the center of a heated controversy at the August 1973 school board meeting. School board opponents based their objections to the program on four arguments.

- The program would be used to indoctrinate students with radical ideas.
- The program was unstructured and lacked supervision.
- The program was untested and would use students as guinea pigs.
- Students enrolled in the program would *not* learn certain essential facts of American history.

On the issue of indoctrination, a leading spokesman for the critics felt schools had no business teaching attitudes, that it was the responsibility and right of parents. "There's just too much room in the program for teachers to teach their own philosophy. I consider it an attempt to change the student's way of thinking. When they're messing with the thinking of my child, I resent it."

As a decision-making body, the school board had never interfered in curriculum issues before. However, in this instance, the critics on the school board had prepared arguments against the program that could only be answered by some hard facts which were not available: Were Shawnee Mission students being used as guinea pigs as had been suggested? Would students in the new program learn fewer facts about American history? Could the new program stand up against the traditional courses which showed proven results? The administration was now placed on the defensive. Although four of the seven board members supported the new program, they found themselves in a difficult position. In order to continue their support, they demanded answers and exerted promises from the administration for a thorough evaluation of the program. Based on these promises, the school board upheld the American Studies program as a pilot by a narrow four-to-three vote.

Under the Gun

The Shawnee Mission administration found itself under the gun after the August 1973 school board meeting. They were faced with two options:

1. The administration could capitulate to the conservative faction of the school board which wanted the American Studies program discontinued before it began.
2. The administration could satisfy the school board demand that the new program be evaluated against the existing program. Given the promise of an objective evaluation, the pilot would be allowed to continue through the 1973-74 school year. However, models for implementing step-by-step evaluations in input/output terms for new programs were not to be found.

The first option seemed untenable to the administration. They found it intolerable to have classroom policy dictated by a school board. This had never happened before in Shawnee Mission, and both teachers and administrators feared the precedent that could be established. Dr. Arzel Ball, the superintendent of schools who supported the new program, put it quite bluntly in a newspaper interview. "We used the Planning and Development Department to survive," he said. "Without the evaluation I probably wouldn't be here now."

Given the lack of "real" options, the first attempts to develop an evaluation instrument began immediately. The task of developing a fair, objective evaluation that would convince both the board of education and the classroom teachers who would have to participate was delegated to the Planning and Development Department by Superintendent Ball. The key element of the evaluation from the board's point of view had to be a factual knowledge survey that would be an unbiased measure of changes in achievement levels in both the traditional program and the new program. Without it the new program would be scuttled. The teachers and evaluation team, on the other hand, had a broader view of how program effectiveness might be measured. Steps were taken to address their concerns as well.

Although Shawnee Mission had introduced new programs before, the stakes were never very high. As the director of the evaluation observed, "In the past, the curriculum specialists kept evaluations under their control and piloting a new program was always a perfunctory task. Everyone paid lip service to the idea, but it really meant that the program was already accepted. We never compared a new program to an ongoing one--that was too threatening."

The evaluation of American Studies was breaking new ground, and there were a variety of issues that made the task very different:

1. The superintendent had put his job on the line by supporting the new program. There was a clear desire to vindicate his position.
2. The school board had set precedent by becoming involved in heretofore internal school policy. They had to be convinced the evaluation was reliable and not a cover-up.
3. The natural fears of the teachers that they, not the programs, were being compared, and that a new program could be forced upon them, had to be overcome.
4. The evaluation was coming from the administration rather than the teachers themselves.

The plan called for three output measures: (1) a factual achievement test, (2) a survey of study habits and attitudes and (3) a student opinion grid. These measures approached the evaluation from three distinct vantage points in the attempt to get at some of the intangibles that are difficult to measure, but nonetheless important aspects of a student's total learning experience.

The decision to use a well-known survey of study habits and attitudes[2] and to develop the Student Opinion Grid themselves was made rather easily and quickly. The development of the Factual Knowledge Survey, around which the ultimate success or failure of the evaluation hinged, presented greater

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[2]SSHA Survey of Study Habits and Attitudes, Form H. Grades 7-12. Copyright 1953, 1964, 1967 by The Psychological Corporation, 304 E. 45th Street, New York.

difficulty and proceeded with greater caution. In order to make the factual survey credible both to the teachers and the school board, an impartial source of social studies test materials had to be found. While the teachers in both programs could agree that there was a core of basic social studies knowledge that all the students should have, they could not find a test that was suitable. Most norm-referenced standardized tests have to be used in entirety; however, the Shawnee Mission evaluators had more specific requirements in mind. Although they wanted a core of agreed-upon items, they also wanted to include items that teachers in both programs could submit to alleviate any fear that the evaluation was stacked for or against a particular group.

Shawnee Mission extended feelers to National Assessment as a source for independent, credible questions to evaluate the program. In late August, the director of the evaluation, Robert Cramer, inquired about using NAEP social studies exercises for the Shawnee Mission evaluation. Informed that NAEP could and would provide the assistance he needed, Shawnee Mission received a set of NAEP social studies questions for review by the end of August and had arranged to confer with NAEP's assessment specialists in mid-September. After the September meetings, the decision was made to use the National Assessment items as the core of neutral questions in the Shawnee Mission factual survey. Having located an acceptable source of social studies questions that could also be tailored to Shawnee Mission's specialized needs, the Planning and Development staff now felt they had the basis for a factual knowledge survey.[3] Further suggestions and the general testing

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[3]The factual knowledge survey used by Shawnee Mission can be found in Appendix A. The National Assessment items are marked with an asterisk (*).

expertise of NAEP put them in firm control of the evaluation. Looking back, the director commented, "They were fresh items that had credibility in the field. NAEP served as the final catalyst to get the evaluation off the ground."

The three outcome measures were administered as both pre- and posttests. The Factual Survey and the Study Habits and Attitude Survey were given twice; the Studient Opinion Grid, three times during the year. All students enrolled in American Studies, American History or American Government, approximately 1,000 in all, were tested each time so that no one student or teacher felt singled out. The test booklets were carefully monitored and had to be checked in and out by the department chairman each time they were used.

A summary of the year-long study was presented to the board of education at the end of June 1974. The evidence showed that students did not learn fewer facts in a thematic approach to American history. In addition, students in the thematic approach scored significantly better in terms of study habits and had more positive attitudes toward social studies. A district spokesman felt this was the most important finding of the evaluation. "In this course," he said, "we were not only trying to provide kids with a basic knowledge of American history and government, but also to teach students the tools and resources available to them to acquire more knowledge." The associate superintendent for planning and evaluation found the results of the classroom monitoring very impressive. "A criticism of this course was that it would allow students to do whatever they wanted," he said. "The fact is that a course of this nature calls for a higher degree of planning by the teacher and as a result, a higher degree of structure."

Stressing that the evaluation clearly showed that students in American Studies learned the facts as well as students in traditional courses, the superintendent made the following recommendation to the board of education:

> "The administration recommends, on the basis of this evaluation, that the American Studies program be continued in the district as an option for students."

This recommendation was adopted without dissent.

In the narrow administration sense, the Shawnee Mission evaluation effected a very important change. The American Studies program is now a part of the curriculum and must be offered at all five senior high schools as an alternative program. Had the evaluation shown that students in American Studies learned fewer facts than those in the traditional program, the pilot program would not have been recommended for continuation by the superintendent.

Teachers benefitted from the experience as well. For many the concept of "evaluation" has always been anathema, and, at the onset, they felt their worse fears would be realized. The professional manner in which the evaluation was handled went a long way toward changing this attitude. The most basic fears of teachers--that their teaching styles would be regimented or that a program would be forced on them--did not come to pass. In fact, the evaluation has tended to broaden the options rather than narrow them. Furthermore, the experiment in social studies has conditioned other departments to accept the concept of evaluation more openly. The language arts teachers are presently working with the Department of Planning and Evaluation to initiate a study of their own.

The students are clear winners. As a result of the evaluation they now have a more flexible curriculum with increased options for learning. Based on a recent tabulation of course enrollment by the director of social studies, it appears that general enrollment in social studies courses is up this year. If in fact this trend, suggesting greater interest, continues, the evaluation will have proved successful beyond the furthest hopes of the administration. What is evident, in any case, is that everyone is more comfortable with this social studies program in Shawnee Mission, Kansas, these days.

APPENDIX A

FACTUAL KNOWLEDGE SURVEY
AMERICAN STUDIES

Instructions to the student: The following survey is designed to be completed in forty-five (45) minutes. It has two parts: Part I: Short Answer--listing--allow 35 minutes to complete; Part II: Write on one discussion topic--allow 10 minutes to complete. When you complete Part I, go right on to Part II.

PART I: Short Answer - 35 minutes

*1. A major American manufacturing corporation seeks to establish a branch plant in a country that has rich natural resources but very little industry. The leaders of the nation turn down the American corporation's request. What reasons can you give for the decision made by the leaders of the foreign nation?

1. _____

_____

2. _____

_____

3. _____

_____

*2. Which one of the following events led DIRECTLY to the United States' declaration of war in the Second World War?

___ a. The sinking of the Lusitania
___ b. The German occupation of France
___ c. The Japanese attack on Pearl Harbor
___ d. The signing of a secret Nazi-Soviet pact
___ e. I don't know.

The asterisk (*) denotes National Assessment test items.

3. As we look at what man has done to his environment and what he is doing at the present to his environment, it is apparent that:

___ a. He has had a great deal of foresight and wisdom in the ways he has modified his surroundings.
___ b. The physical setting has had little effect on his economic and political decisions.
___ c. He has paid little attention to the totality of the effects of the environment on the quality of life.
___ d. He will be able to solve his environmental problems as they relate to the quality of life in the next 30 years or so.

4. Which of these will not be a problem for our government in the next 30 years or so?

___ a. To make economic decisions based on possible zero population growth, increased life expectancy and further reduction of farm population
___ b. To make economic and political decisions based on the uncertainties of population growth and worldwide political and economic stability
___ c. To make political and economic decisions based on the possible loss of freedom due to increased surveilance sophistication and the feasibility of data banks
___ d. To make political and economic decisions based on the certainty that with the help of ever advanced computers, the best political and economic system will be perfected

5. Which of these factors that account for the rise of isms in various countries is out of place?

___ a. Communism in Russia--late arrival of the industrial revolution and the inability of the Czarist government to deal with its problems
___ b. Communism in China--inability of the Chiang government to deal with the problem of land distribution
___ c. Capitalism in the United States--determination of the Americans to develop an economic system completely different from that of Western Europe
___ d. Communism in Cuba--great inequalities of wealth between the very rich and the very poor

6. List 3 examples of "cultural universals."

1. _____

_____

2. _____

_____

3. _____

_____

7. Identify five American politicians on any level of government whose efforts and/or ideas have significantly affected the lives of other human beings:

1. _____
2. _____
3. _____
4. _____
5. _____

8. List five individuals and groups whose efforts, ideas and inventions have significantly affected the lives of other human beings and describe their contributions:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

9. Who delivered the "Cross of Gold Speech"?

___ a. William Jennings Bryan
___ b. Walt Whitman
___ c. Mark Hanna
___ d. Theodore Roosevelt

10. Which period in American History has been called the "Era of Flaming Youth," the "Lawless Decade," and the "Jazz Age"?

___ a. the 1890s
___ b. the 1930s
___ c. the 1920s
___ d. the 1950s

11. American writers who exposed undesirable features of business at the beginning of the twentieth century were called:

___ a. Populists
___ b. muckrakers
___ c. scalawags
___ d. of romanticists

12. Which of the following statements is false?

___ a. Fascism is a political system of the extrene right.
___ b. The United States government is a good example of a direct democracy.
___ c. A good conservative will defend the status quo against major changes in the political, economic or social institutions of his society.
___ d. A theocracy is a political system in which political power is exercised directly or indirectly by a clergy and in which church law is superior to or replaces civil law.

13. Which of the following was not a Reform of the Good Years 1900-1914?

___ a. Child Labor Legislation
___ b. Pure Food and Drug Legislation
___ c. Anti-Trust Actions
___ d. Social Security

14. Members of Congress are most likely to see and hear lobbyists (and their arguments):

___ a. at social gatherings.

___ b. at luncheon engagements.
___ c. at committee hearings.
___ d. in their offices and hotel rooms or apartments.

*15. Name as many reasons as you can why laws are needed:

_____

_____

_____

_____

_____

*16. A. What do you think are three important problems generally facing large cities in the United States?

1. _____

_____

2. _____

_____

3. _____

_____

B. Which one of the problems you named would you most like to ask questions about?

___ Problem 1. (Go to C)
___ Problem 2. (Go to C)
___ Problem 3. (Go to C)
___ None (Go to next exercise.)

C. What two questions would you like to ask about this problem to find out more about it?

1. _____

_____

2. _____

_____

*17. A. What are the two largest political parties in the United States?

1. _____

2. _____

B. Are there any other political parties in the United States?

___ yes
___ no

C. (If yes) Can you name one other?

___ yes
___ no

D. What is it?

_____

*18. The American Declaration of Independence states:

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed..."

Do the following sentences restate ideas expressed in this quotation from the Declaration of Independence?

A. Some rights can never be rightfully taken away.

___ yes
___ no
___ I don't know.

B. Governments get their right to govern from the people.

___ yes
___ no
___ I don't know.

*19. When Columbus sailed across the Atlantic, would he have been able to do the following things at about that time in history?

A. Would he have been able to send a telegraph message?

___ yes
___ no

B. Would he have been able to determine directions with a compass?

___ yes
___ no

C. Would he have been able to read a printed book?

___ yes
___ no

D. Would he have been able to travel fifty miles an hour?

___ yes
___ no

*20. Which one of the following has the power to declare an Act of Congress unconstitutional?

___ the Congress
___ the President
___ the United States Supreme Court
___ The United States Department of Justice
___ I don't know.

21. Read the following statements made by four speakers. You will be asked to tell which speaker bases his opinion on facts rather than on his personal feelings.

Speaker I: I think Hunter lost the election because members of his own political party failed to support him. I heard from Walters that the Crash Party decided at a secret meeting not to work for Hunter but to support his opponent, Pallor.

Speaker II: I don't think so. Hunter's campaign manager told me that Pallor's workers were buying votes. They were offering the people two dollars each if they would vote for Pallor. That's why Hunter lost.

Speaker III: I disagree with both of you. According to a poll taken after the election, 84 percent of the people questioned said they voted for Pallor because he promised to lower taxes. Hunter lost the election because of this issue.

Speaker IV: It is perfectly obvious that Hunter lost because of his religion. I've heard people all over town whispering that they would never vote for a member of that religion.

Which speaker bases his opinion more on facts than on his personal feelings?

___ Speaker I
___ Speaker II
___ Speaker III
___ Speaker IV
___ I don't know.

*22. Suppose the teacher has asked all of the students in your class to find out how many people immigrated to this country in 1900. Which one of the following do you think would be the MOST dependable or reliable source for finding out how many people immigrated to the United States in 1900?

___ An article about immigrants in a popular magazine
___ A very old neighbor who immigrated to the United States
___ A fiction story about a young girl who came to this country and who became a citizen
___ Immigration dates and figures in a book put out by the United States Census Bureau
___ I don't know.

Part II: Choose any one (1) of the following discussion topics. Allow yourself 10 minutes for this part of the survey. Write your answer below:

1. Discuss the success and/or failures of at least 3 reform groups in the American experience.

2. List 3 technological innovations in American culture and explain during the time allotted how these changes have affected the social life of individuals and/or groups.

3. Mr. Nixon was a severe critic of world Communism as a United States Representative. As President, he has traveled to Moscow and Peking. Has the change in attitude come about due to his change of political roles? Explain.

4. Discuss the separation of powers doctrine and the checks and balances system. Give examples to support your statements.

5. Discuss the significance of *frontiers* in American history (Indian, mining, cattle, railroad development, etc.). Include an explanation of the "safety valve" theory and the Turner Thesis.

USE OF NATIONAL ASSESSMENT MODEL FOR CLASSROOM EVALUATION

A Paper Presented to the
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By Richard Hulsart
National Assessment of Educational Progress

Last minute cramming and comparisons of test scores are fairly common student reactions to individual achievement testing in the classroom. While the diagnostic value of the individual achievement test may well be worth the anxiety it causes, National Assessment offers a model for evaluation that can be used for diagnostic purposes without the student having to fear failure or having his ability unfairly judged by peers.

National Assessment exercises are administered on a national basis to groups of young people ages 9, 13, 17 and adults ages 26-35. Although each person in the National Assessment sample completes an exercise booklet, the results are analyzed in terms of group rather than individual achievement. Due to its large sample, National Assessment is able to provide group achievement results for the nation as a whole, geographic regions of the country, ages, sex, colors, sizes and types of community and levels of parental education. The teacher with a relatively small sample can perhaps only analyze group results on the dimension of the entire class; however, this data can be very valuable in providing the teacher with information about the understandings of the students and his or her own teaching effectiveness. In order to illustrate the use

of the National Assessment model, I have chosen to discuss three exercises reported by National Assessment.[1]

The following exercises presented in National Assessment's recent report, *Political Knowledge and Attitudes*, are two of a number of exercises developed to measure young people's knowledge of and attitudes toward constitutional rights.

The first is a multiple-choice exercise concerned with measuring the knowledge of where a person would find information about one's civil rights.

> If a citizen of the United States wants to find a statement of his civil rights, in which one of the following should he look?
>
> ⬭ In the Bible
>
> ⬭ In the Constitution
>
> ⬭ In the Articles of Confederation
>
> ⬭ In the Declaration of Independence
>
> ⬭ I don't know.

For classroom use, such an exercise can be administered to the students as a group and the results tabulated for the entire class. Then both the students and the teacher can examine the results in terms of the class's awareness of the content of the documents mentioned in the exercise

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[1]Exercises and assessment results in the areas of citizenship, literature, music, reading, science, social studies and writing can be obtained for a minimal fee upon request from the Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402. Objectives are also available for all 10 areas assessed by National Assessment--art, career and occupational development, citizenship, literature, mathematics, music, reading, science, social studies and writing.

The class results can also be compared with the following nationwide results reported by National Assessment:

Choices	Age 13	Age 17	Adult
In the Bible	1%	0%	1%
*In the Constitution	63	84	78
In the Articles of Confederation	11	6	4
In the Declaration of Independence	20	8	14
I don't know	5	2	4
No response	0	0	0

*Correct response

Such comparisons can lead to a discussion of the purposes of the documents as well as some decision on the part of both the teacher and the students regarding the need for further work on sources of information about civil rights.

The second exercise calls for a written response to a question which was designed to measure the objective: believe in the freedoms of the First Amendment and can justify their beliefs.

Part A

Should a newspaper or magazine be allowed to publish something that criticizes an elected government official?

⬭ Yes

⬭ No

⬭ Undecided

Part B

Please give a reason for any answer you selected.

_____

_____

Open-ended exercises such as the one above can be scored by an entire class. The responses given by the class to this exercise can be recorded and handed out to the students. The students can decide on the general types of categories of answers that are being given and then see if they can fit all the responses under these categories. There can be a discussion about the categories in terms of which categories indicate an acceptable achievement of the objective the exercise was designed to measure. The very process of deciding on categories and their acceptability should create considerable classroom dialogue. Once the categories are decided upon, the results can be tabulated (i.e., the number of students able to give an acceptable response to all or part of the exercise). The results of the class performance on the exercise can also be compared with the National Assessment results.

The National Assessment reports show major types of responses (categories) and the percentages of the nationwide sample falling in each category. Following are the national results for the exercise on "Should a newspaper or magazine be allowed to publish something that criticizes an elected government official?"

Part A

Choices	Age 13	Age 17	Adult
Yes	49%	73%	81%
No	38	16	8
Undecided	13	11	11
No response	0	0	0

Part B

MAJOR CATEGORIES OF RESPONSES

Acceptable Achievement of Objective

	Age 13	Age 17	Adult
Freedom of the press; constitutional rights	18%	22%	30%
Need to be informed and/or resulting citizen actions	13	25	21
Right to say what they feel	5	7	5
Help the official; help the country	2	4	6
Conditional; if it is true	3	7	6
Conditional with respect to libel (limits freedom of press)	0	1	1
Other acceptable	1	2	4

Unacceptable Achievement of Objective

It isn't fair; may hurt the official	13	6	2
May publish statements that are not true	3	2	1
Paper should not criticize--no reason given	4	1	1
Would destroy people's confidence in government; start riots	2	1	0
Conditional; other conditions	2	6	9
Vague, nonsensical, other unacceptable responses	22	12	8
I don't know	7	3	3
No response	5	2	3

A comparison of these national results with the responses of the class can lead to discussions concerning both the differences in types of categories as well as differences in the percentages falling in each category. There can also be considerable debate over National Assessment's judgment as to categories which are acceptable or unacceptable achievements of the objective. The class may have different conceptions regarding acceptable responses, and it would be interesting to explore the criteria of the class for judgments concerning categories.

National Assessment reports also provide results for groupings besides the nation as a whole. For example, in the report *Political Knowledge and Attitudes*, there are charts comparing assessment results by region of the country, sex and color of respondents, size and type of community and education of parents. These results are reported for combinations of exercises under a topic or theme such as "Knowledge of and Attitudes Toward Constitutional Rights." Most Assessment reports provide results for these reporting groupings for each exercise in the appendices. The class will probably find considerable value in examining the variations in responses according to region, sex, color, type of community and parental background.

Not all of National Assessment's exercises are paper-and-pencil types of measures. Included in each of the areas assessed are performance type instruments. The following paragraph describes a group task exercise administered in the 1969 assessment of citizenship. This particular exercise was used to measure the objective "Apply democratic procedures on a practical level when working in a group."

> A group of eight students were asked to choose from a list of 12 issues (e.g., censorship, curfew, home duties, adult movies and books, school assignments) the 5 most important issues between teenagers and adults. These eight students were then asked to rank the 5 issues in order of importance and to write a recommendation for at least the 2 most important problems or for all 5 problems if they had time. They had 30 minutes to complete the task. The only rule was that a majority of the group had to agree on anything they wrote. Two observers recorded individual acts of group members as they discussed the issues, each observer recording different types of behaviors. At no time did the observers participate in the discussions.

In the case of National Assessment's administration of this exercise, the observation and recording of behaviors was handled by professionally

trained observers. In the case of classroom use, it would be very appropriate to have students do the observation and recording. Students selected to observe the group's behavior can use a form similar to the sample in Table I to record the frequencies of behavior, or the class can establish its own criteria and develop its own form for recording group behavior.

Following the administration of this exercise, the written recommendations should be evaluated by the class to determine the effectiveness of the group's efforts in accomplishing the task. The frequencies for each type of behavior can be tabulated and used to determine the extent of individual participation and ways of improving group interaction. The number of the students interacting can be varied and issues for the task changed according to the subject for study or the interests of the students.

From classroom discussions of the various exercises, the teacher should be able to obtain clues regarding the understandings and attitudes of the students. The teacher may want to sharpen his or her evaluation by giving such exercises at the beginning of the year or before a unit on the subject covered by the exercises and then again at various points during the year or the unit. A record of the changes in understandings or attitudes over time can provide some interesting information regarding the needs of students and the effectiveness of the instruction. The teacher may want to estimate the degree of achievement expected of the students before the exercises are administered. The comparison of the teacher's expectations and the actual scores of the class should also provide the teacher with an excellent point of reference for further work.

TABLE 1

RECORD OF FREQUENCE OF BEHAVIOR
Check Each Time Behavior Is Observed

Student Number	States any reason for and/or against some position related to the content of the group's task	Makes a clear statement of position on some issue relevant to group recommendation	O-Yields to opposition for sake of group progress Y-Convinces majority or group to accept viewpoint C-Makes a clear statement in opposition to an opinion put forth by two members of the group
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Student Number	Attempts to organize the task for the group or attempts to change some procedure for accomplishing task	Seeks information, asks opinion, seeks clarification from other group members	Defends other group members the right to speak out or have a different opinion	Makes comment unrelated to task, or refuses to cooperate
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

The exercises such as those developed by National Assessment can also be constructed by teachers and students working together cooperatively. Series of exercises measuring a particular objective can be developed so that the teachers and student can examine a range of responses on a particular subject. On the basis of class experience with this type of evaluation, students can explore the subject of survey sampling, and, with exercises that they have constructed, conduct their own surveys in their school and out in the community. Evaluation can be both a constructive and nonthreatening process in the classroom if the development of the instrument as well as interpretation of the results are shared by the teachers and students.

Results reports for assessments in eight learning areas can be ordered through the *Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.*

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